

SELECTED YOUTH LEADERSHIP RESOURCES¹

Organizations, Professional Literature, Events, and Videos

ORGANIZATIONS

Close Up Foundation. 44 Canal Center Plaza, Alexandria, VA 22314-1592; 703-706-3300; www.closeup.org. The Close Up Foundation is the nation's largest nonprofit, nonpartisan citizenship education organization. Since its founding in 1970, Close Up has worked to promote responsible and informed participation in the democratic process through a variety of educational programs. Close Up programs include: Youth Building Better Communities Program contact: Tricia Rizzo (703) 706-3664; CESS Compendium Service Learning Program: contact Dawn Bova (703) 706-0001.

Congressional Youth Leadership Council (CYLC). <http://www.cylc.org/>. the Council offers education leadership conferences for outstanding young people from across the country and around the world, providing them with exciting enrichment opportunities and authentic leadership laboratories. The Council's programs are designed to inspire today's outstanding youth to reach their full leadership potential.

Constitutional Rights Foundation (CRF). 601 South Kingsley Drive, Los Angeles, CA 90005; (213) 487-5590; www.crf-usa.org. Contact Susan Phillips (213) 316-2105. CRF seeks to instill in our nation's youth a deeper understanding of citizenship through values expressed in our Constitution and its Bill of Rights, and educate them to become active and responsible participants in our society. CRF is dedicated to assuring our country's future by investing in our youth today.

Corporation for National Service Leader Schools: For a listing of Leader Schools visit www.nationalservice.org/learn/leaderschools/98_99_slls.html. To find out more about what these schools are doing, contact the State Education Agent (SEA) for the state in which each school is located. For a listing of SEA's visit the website: www.nationalservice.org/learn/leaderschools/sea.html. Or call the Corporation for National Service at 202-606-5000.

DECA: <http://www.dpi.state.wi.us/dpi/dlsis/let/debestpr.html>; <http://www.deca.org/>. Co-curricular Career and Technical Student Organization providing students with skills and knowledge to succeed in the new global economy. DECA is a local, state and national organization of goal-oriented youth with career interests in marketing, management and entrepreneurship careers. Activities help students develop skills and competence for marketing careers, build self esteem, experience leadership and practice community involvement. DECA is committed to the advocacy of marketing and the growth of business and education partnerships

¹ Web sites change frequently. You may find that a particular URL address to a web site no longer works. To locate the new site, search by the title of the program.

Future Business Leaders of America (FBLA). Co-curricular Career and Technical Student Organization or nonprofit educational association, of students preparing for careers in business and business-related fields. The association has two divisions: FBLA-Middle Level for junior high and intermediate students and FBLA for high school students. <http://www.dpi.state.wi.us/dpi/dlsis/let/fbla.html>; <http://www.fbla-pbl.org/>

Family, Career and Community Leaders of America (FCCLA). Co-curricular Career and Technical Student Organization that helps young men and women become leaders and address important personal, family, work and societal issues through family and consumer sciences education. Unique among student organizations because its programs are planned and run by student members. Only national in-school organization with the family as its central focus. Participation in national programs and chapter activities helps members become strong leaders in their families, careers and communities, e.g., national programs such as *Career Connections*, *Community Service*, *Dynamic Leadership*, *Families First*, *Financial Fitness*, and *Leaders at Work*, and STAR Events such as “Applied technology”, “Career Investigation”, “Culinary Arts”, and “Focus on Children. <http://www.dpi.state.wi.us/dpi/dlsis/let/fchome.html>; <http://www.fcclainc.org/>

FFA. Intra-curricular Career and Technical Student Organization devoted to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. <http://www.dpi.state.wi.us/dpi/dlsis/let/ffa.html>; <http://www.ffa.org/>

4-H. <http://www.4-h.org>. 4-H enables youth to have fun, meet new people, learn new life skills, build self-confidence, learn responsibility, and set and achieve goals. Youth learn by doing and receive an award for a project. Members can range from age 5 to age 21, depending on which state the member is from 4-H starts on a club level, then moves onto a county, district, state, national and international level. To get involved, contact your County 4-H Extension Agent.

Health Occupations Students of America (HOSA). Co-curricular Career and Technical Student Organization that provides opportunities and activities for students to plan, prepare and participate in educational experiences that focus on health careers and the improvement of the health care industry. <http://www.dpi.state.wi.us/dpi/dlsis/let/wihosa.html>; <http://www.hosa.org/>

Innovation Center for Community and Youth Development: www.theinnovationcenter.org. 7100 Connecticut Ave, Chevy Chase, MD 20815, 301/961-2837. Network of youth and adult staff and partners that test and promote innovative concepts and practices in youth development. Since 1996 testing approaches for creating positive community change and building youth/adult partnerships. Provides training and technical assistance; Community building tool kit (©2001 Innovation Center for community and Youth Development/Tides Center).

Lions-Quest Programs – curricula and training that support adults in helping young people deal with complex issues they face in everyday life. Based on the philosophy that to become healthy, capable adults, children must develop healthy behaviors, communication, and decision-making skills, and strong attachments with those who hold positive standards. Quality programs that provide meaningful opportunities to contribute to their family, school, and community include character education, drug prevention, service-learning, and conflict resolution.

<http://www.lions-quest.org/content/OurPrograms/OurPrograms.htm>

MegaSkills Education Center, the Home and School Institute, 1500 Massachusetts Ave, NW, Washington, D.C., 20003; 202/466-3633;

<http://www.megaskillsshsi.org/intromegaskills/intromegaskills.htm>. MegaSkills are the inner engines of learning. They are the superbasics: the beliefs, behaviors and attitudes that determine our achievement in school and in life. Based on school report cards, personnel records, interviews with educators and employers, eleven MegaSkills have been identified by Dr. Dorothy Rich, founder and president of HSI, in her book, *MegaSkills® : Building Children's Achievement for the Information Age*. The eleven MegaSkills are: Confidence: *feeling able to do it*; Motivation: *wanting to do it*; Effort: *being willing to work hard*; Responsibility: *doing what's right*; Initiative: *moving into action*; Perseverance: *completing what you start*; Caring: *showing concern for others*; Teamwork: *working with others*; Common Sense: *using good judgment*; Problem Solving: *putting what you know and what you can do into action*; Focus: *concentrating with a goal in mind*. A variety of packages and programs are available.

Mighty Media Inc/Youth In Action Network. 400 First Avenue North, Suite 626, Minneapolis, MN 55401; 1-800-644-4898 or 612-399-1969, 612-338-4617 (fax), info@mightymedia.com; <http://www.mightymedia.com>. Mighty Media is a privately-funded corporation which employs educators, students, and technology advocates with the mission of empowering youth, teachers, and organizations through the use of interactive communications technologies. Mighty Media has created the Youth in Action Network website, www.mightymedia.com/act which provides useful links to on-line information about some of the most innovative service-learning initiatives around the country. The site also serves to inform youth about issues that may be of importance to them, and provides them with the resources they need to make a difference in their communities and areas of interest.

National Indian Youth Leadership Project. 814 S. Boardman, Gallup, NM 87301-4711; (505) 722-9176; (505) 722-9794; waldenco@ix.netcom.com; <http://www.niylp.org>. The NIYLP is a grassroots, non-profit, service organization which has developed a variety of national and local programs for Native youth and communities. NIYLP also hosts the National Clearinghouse for Native Service Learning.

National Youth Leadership Council (NYLC). 1910 West County Road B, St. Paul, MN 55113; 651-631-3672; nylcinfo@nylc.org; www.nylc.org. The National Youth Leadership Council's mission is to engage young people in their communities and schools through

innovation in learning, service, leadership, and public policy. It accomplishes its mission through several related strategies: Developing innovative model programs in schools across America; Creating curricula and training programs for educators and youth; Advocating educational reform and progressive youth policy Conducting on-going research in youth issues; and Maintaining extensive networks in support of these measures.

Partners in Education, Portage County Business Council, Stevens Point School District and other business and community partners; *Teen Leadership*; <http://www.portagecountybiz.org/portagecounty/leadership.cfm>; www.portagecobiz.org. Involves sophomores in learning and demonstrating leadership building skills through 3 main program initiatives: Interactive Seminars, Leadership shadowing, and community projects. Interactive sessions focus on leadership practices, caring about our community, justice, diversity, reclaiming the past to build our future, issues and challenges for the future.

Public Achievement. www.publicachievement.org. Center for Democracy and Citizenship, HHH Institute for Public Affairs 301 19th Avenue South, Minneapolis, MN 55455; 612-625-0142; 612-625-3513 (fax); eeschenbacher@hhh.umn.edu. Public Achievement focuses on preparing youth for citizenship by acknowledging that young people are citizens and if guided and encouraged will act like citizens and will have impact creating public products that are sustainable and important. Public Achievement offers the students an opportunity to begin to develop a civic and social confidence by dealing with social issues that are important to them.

SkillsUSA-VICA. Co-curricular Career and Technical Student Organization that prepares America's high performance workers currently enrolled in technical and technology education programs. Tomorrow's workers participate in team work, citizenship, leadership, and character development activities. Emphasizes total quality of work, high ethical standards, superior work skills, lifelong education, pride, and dignity of work. <http://www.dpi.state.wi.us/dpi/dlsis/let/suwihome.html>; <http://www.skillsusa.org/>

Voice of Youth, Milwaukee Public Schools. Contact, Wisconsin Council for Children and Families, Sarah Noble, voices of Youth Coordinator or Tanya Atkinson, director of the Milwaukee Office: 414/831-8880 or www.wccf.org. After school youth advocacy and leadership program to empower youth to achieve a voice in policy decisions that affect them. Seeks to help youth develop the tools to analyze and understand their world and collectively work in bettering their communities.

YouthBuild USA. www.youthbuild.org. YouthBuild Academy of Transformation is a teaching, learning, and knowledge sharing initiative which is focused on deepening the theory and practice of youth development and transformation, for example, youth as engaged citizens and leaders designed for disengaged youth. Provides institutes in

stress management, facilitative leadership, social change, transformation for team leaders, coaches, and change agents.

Youth Service California. 663 13th St. Oakland, CA 94612; (510) 302-0550, (510) 302-0551 (fax), info@yscal.org; www.yscal.org. Youth Service California supports, convenes and informs youth service programs and practitioners throughout California.

PROFESSIONAL LITERATURE**

Andrews, Frances E., et al. (1995). *Leadership: Reflective Human Action*. Kappa Omicron Nu. <http://www.kon.org/>; Leadership isn't rooted in one person - it refers to actions. That is, leadership a process that arises whenever people work together. Authenticity, ethical sensibility, and spirituality are fundamental to leading well. Web of inclusion (Helgesen, 1995): Open communication, thinking & doing linked, lasting networks that redistribute power, constant reorganization, collaborative effort to expand reach and scope. Empowerment: Vision, balance autonomy & dependence, courage, enacting the vision. Dialogue & deliberative skills; six arts of democracy (Lappe & DuBois, 1994), including political imagination, public dialogue, public judgment, celebration & appreciation, evaluation & reflection, mentoring. Authenticity, ethical sensibility, spirituality. Developing multicultural perspective: tolerance, perspective, respect, affirmation, solidarity, and critique. Community building. Core concepts of reflective human action complement traditional theory of personal leadership skills/traits. Some components of the theory of reflective action - accept chaos, share information, develop relationships, embrace vision.

Andrews, Frances E., et al. (1993). *Leadership for a Culturally Diverse Society: Part I & II*, Kappa Omicron Nu, <http://www.kon.org/>. Focuses on helping students in higher education and professionals address the leadership issues related to ensuring equality and justice for all people and to honoring difference. Part II contains in-depth information and references about the theme and training materials for facilitators. "Serious discussion of diversity can help us learn the art of public conversation and public-mindedness. Discussion, too, helps us get beyond our own identity, into the whole idea of what it means to be a citizen of a community, large or small, where inclusion is the norm and difference is celebrated."

Brown, John L., & Cerylle A. Moffett. (1999). *The Hero's Journey: How Educators Can Transform School and Improve Learning*. Alexandria, VA: Association of Supervision and Curriculum Development (ASCD), 1703 North Beauregard Street, Alexandria, VA 22311-1714 USA; (703) 578-9600 or 1-800-933-ASCD (703)-575-5400 (fax); <http://ascd.org>. Affirming the power of personal and collective responsibility, this book discusses how to enact heroic changes in our schools. Through a shared vision, purpose, and inquiry--and using the collective wisdom of myth, legend, and metaphor from around the world--we can find the inspiration and courage to face the challenges inherent in transforming schools into authentic learning organizations. As the heroes of

legend leave the safety of their homes to face dragons and serpents in their quest for treasure and enlightenment, so do modern educators face new practices and confront the barriers to change in education. The authors show how heroic educators can triumph in their journey and achieve excellence for students. Like Arthurian and Jedi Knights, Native American hero Black Elk, and Dorothy in *The Wizard of Oz*, heroic educators face six stages on their journey: Innocence lost; chaos and complexity; the heroic quest; hurdles and alliances; trials, tests, and initiations; and insight and transformation. Finally, the heroic educator returns "home" and begins the journey again, with a renewed vision and an enlarged heart, to create a caring community for learners of all ages.

Camp Fire Revolutions: Challenging Violence in America, National Youth Leadership Forum 2000, Action Planning Guide by Jennifer Dungca, AmeriCorp Promise Fellow under direction of Sandi Shaw, National director of Program services and Expansion, and Deanna Armstrong, Associate National director of Program services and Expansion. Contact: Camp fire boys and girls, 4601 Madison Ave, Kansas City, MO 64112; 816/756-1950; FAX 816/756-0258; www.campfire.org. The purpose of the guide is to help equip teens with the tools necessary to engage in community service and advocacy activities, thereby decreasing violence in their communities. The guide includes a discussion of the problem (youth violence) and a solution (youth involvement: taking action & legislative involvement) as well as an annotated list of resources, such as research and web sites on violence, American statistics on violence, days of service, and grant opportunities and awards programs. Contains several samples: a door-to-door survey, a key informant survey, and an action planning worksheet.

Center for Civic Education in cooperation with the National Conference of State Legislators. (1997). We the People: Project Citizen, Grades six-nine Student and Teacher's Guide; www.civiced.org; www.ncsl.org. Service-learning program in civics education. Student guide includes sections on identifying public policy problems in your community; selecting a problem for your class to study; gathering information on the problem your class will study; developing a class portfolio; presenting your portfolio; reflecting on the learning experience. Teacher guide includes sections on helping students develop their portfolio sample forms, and instructions for judges. Available from www.primenet.com/~cce.

Center for Civic Education (1995). We the People: The Citizen and the Constitution (high school). wethepeople@civiced.org; www.civiced.org. Focuses on the following questions: What are the philosophical and historical foundations of the American Political system? How did the framers create the constitution? How did the values and principles embodied in the Constitution shape American institutions and practices? How have the protections of the Bill of Rights been developed and expanded? What rights does the Bill of Rights protect? What are the roles of the citizen in American democracy? Six-nine lessons (40 total) with questions

related to theme of unit and critical thinking. Annual competition for school teams (must show whole class involvement); students given scenarios with questions based on the Constitution.

Citizenship-Public Ventures; 4-H Cooperative Curriculum System.

<http://www.n4hccs.org>. Through Public Ventures youth have the opportunity to improve the world around them. Youth discover public issues that are important to them and to others. They gain skills so they can make things happen and they put their learning into action. They plan and conduct a project that creates, changes, or improves something that is valuable to many people. Youth engage in changing a piece of the public world, discovering the possibilities of democratic citizenship, and building a commitment to taking action.

Close-up Foundation (703/706-3300) and Constitutional Rights Foundation (213/487-5590). (1995). *Active Citizenship today: Field Guide*. Revised student project guide for learning citizenship skills to help community today and in life as a citizen of a democratic society. Outlines step by step process that takes young people into the community to learn how it works and how young people can help it change: Defining and assessing the community, choosing and researching a problem, examining policy, exploring options, and taking action. Some problem areas include education, crime, social problems related to basic goods and services, economy, health and safety, urban decay, environment, legal and political issues, recreation, and group conflict. ISBN 0-932765-57-2

Constitutional Rights Foundation (213/487-5590) and Close-up Foundation (703/706-3300). (1994). *Active Citizenship today: Field Guide*. Student project guide for learning citizenship skills to help community today and in life as a citizen of a democratic society. Outlines step by step process that takes young people into the community to learn how it works and how young people can help it change.

DECA L.E.A.P.-Leadership Education Action Program. Focuses on the following skills areas - Effective Communication, including nonverbal, face to face, small group, public speaking, telephone, written, electronic mail, newsletter; Challenge Management, including conflict resolution, time management, goal setting & achieving goals, leading change, ethics; Teamwork, including working with others, making decisions, delegation; Managing Resources; and Acquiring Knowledge.

<http://www.deca.org/hs/programs.html>.

Do Something (2002). Community Coach Training Handbook and K-12 Curriculum Handbooks. Do Something, 423 West 55th Street, 8th Floor
New York, NY 10019; 212-523-1175; 212-582-1307 (fax). Asset based approach that focuses on three student leadership skills areas communication, team building, and planning infused into existing curriculum. Emphasizes youth standing up, speaking out, and getting involved. Program focuses on continuous engagement, youth ownership, linking service to civic engagement, building leadership skills for life long learning, and

youth/adult partnerships. Teachers are trained as community coaches. Provides resources, curriculum, and support.

mail@dosomething.org; www.sosomething.org.

Drath, Wilfred H. (1996). *Changing Our Minds About Leadership*. "Issues and Observations" (Center for Creative Leadership), 16(1), 1-4. Explores leadership for college students, outlining a relational model of leadership. Relational leaders are inclusive, empowering, purposeful, ethical, and process-oriented. Defines leadership as :Leadership comes from the relationships people form when they are doing something together."

FCCLA Inc. (1999). *Leaders at Work*. www.fcclainc.org Focuses on four skills areas: Communication, including speaking, writing, listening, nonverbal and visual communication; Interpersonal Skills, including relationship building, conflict management; Management, including self-management, resource management, people management; Entrepreneurship, including qualities of success, business basics, entrepreneur practice

FCCLA, Inc. (1999). *Dynamic Leadership*. www.fcclainc.org More than a set of polished personal qualities, focuses on internal resources or assets. Six essentials: model good character, solve problems, foster positive relationships, manage conflict, build teams, educate peers. Strategies for dynamic leadership include speaking and presentations, written and visual materials, personal presentation, chapter spokesperson, FCCLA spokesperson.

4-H. BUILDING A POSITIVE FUTURE FOR AMERICA'S YOUTH. 4-H has released a national report that details ways of building a positive future for America's youth. "The National Conversation on Youth Development in the 21st Century" is based on input from more than 1,600 community forums in all 50 states and Puerto Rico involving 50,000 youth and adults of all ages and backgrounds representing more than 600 organizations. Numerous key findings about improving the quality of youth development programs are highlighted. <http://www.pnnonline.org/people/youth052002.asp>.

4-H Cooperative Curriculum System: www.n4hccs.org. Citizenship and Civic Education—Citizenship-Public Adventures; Environmental Education and Earth Science; Financial champions; Personal Development and Leadership – Moving Ahead, Step Up to Leadership, WOW! Wild Over Work; Plants and Animals; Science and Technology; Healthy Lifestuyle Education; Consumer and Family Sciences....

Gambone, James V. (1997). *Together for Tomorrow: Building Community Through Intergerational Dialogue*. Elder Eye Press, P.O. Box 142, Crystal Bay, MN 55323. Contact James Gambone through Points Of View Incorporated,, pointsofview@earthlink.com. Presents a dialogue tool for including the voices and wisdom of all age groups. Dialogue provides the opportunity for each of five generations to recognize its unique experience and knowledge which, in turn, opens the door for

open sharing and exchange of ideas across generations. Practical guidelines, methods, and tools for conducting intergenerational dialogue events and moving from dialogue to action. Provides concrete examples.

Goleman, Daniel, Richard Boyatzis, & Annie McKee. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Harvard Business School PR, ISBN: 157851486X; (March 2002). Leaders who maintain that emotions are best kept out of the work environment do so at their organization's peril. Daniel Goleman's theories on emotional intelligence (EI) have radically altered common understanding of what "being smart" entails. This book presents the case for cultivating emotionally intelligent leaders. Since the actions of the leader apparently account for up to 70 percent of employees' perception of the climate of their organization, Goleman and his team emphasize the importance of developing what they term "resonant leadership." Focusing on the four domains of emotional intelligence - self-awareness, self-management, social awareness, and relationship management - they explore what contributes to and detracts from resonant leadership, and how the development of these four EI competencies spawns different leadership styles. The best leaders maintain a style repertoire, switching easily between "visionary," "coaching," "affiliative," and "democratic," and making rare use of less effective "pace-setting" and "commanding" styles. The authors' discussion of these methods is informed by research on the workplace climates engendered by the leadership styles of more than 3,870 executives. Indeed, the experiences of leaders in a wide range of work environments lend real-life examples to much of the advice offered in the book, from developing the motivation to change and creating an improvement plan based on learning rather than performance outcomes, to experimenting with new behaviors and nurturing supportive relationships that encourage change and growth. The final section applies the personal process of developing resonant leadership to the entire organizational culture.

Grantmaker Forum on Community and National Service. (1999). Profiles of Success: Community Foundations in Service to Communities. Grantmaker Forum on Community and National Service, 2560 9th St, Suite 217, Berkley CA 94710-2500; Phone: 510-665-6130. Community foundations are designed to be instruments of reform; they engage large numbers of citizens in a community to work towards community development. This is a collection of eight stories about successful community foundations projects. Projects include the following: The Greater Kansas City Community Foundation - YouthFriends, The Milwaukee Foundation - Community Youth Strategy, The Minneapolis Foundation - Community Hero Program, The Noble County Community Foundation Inc. - Care and Share, Peninsula Community Foundation - Samaritan House Medical Clinic, The Rochester Area Community Foundation - Youth as Resources, and The East Tennessee Foundation - Alliance for Youth Fund. Several of these programs focus on youth leadership, service, and mentoring.

Hall, McClellen. (1991). *Something Shining, Like Gold -- But Better*. The National Indian Youth Leadership Model: a Manual for Program Leaders. EDRS -ERIC number is ED347021. The National Indian Youth Leadership (NIYL) model was created to develop leadership skills for Indian youth to perform their future roles in the family, school, tribe, and nation. The model not only instills leadership skills and values through hands on learning opportunities, but also challenges youth to apply those skills through projects they design and implement in their communities. A key element of the model is an eight to ten day intensive camp experience. Young people who will be in Grade 7 or 8 the following school year attend camp with adult and high school volunteers from their home communities. Camp staff are carefully screened to select positive role models. Camp routine is very structured and includes immersion and community building, physical fitness conditioning, spiritual awareness, development of environmental awareness and ethics, values clarification, adventure activities to develop self esteem and leadership qualities, improving communication skills, health education, decision making, skill activities, "processing" experiences, and a community service project. During the following school year, students meet regularly for activities and training sessions and are involved in community service and improvement projects. This manual describes procedures for planning and managing a camp program, outlines ways that the NIYL model emulates traditional Indian values and child rearing practices, and provides references and resources.

Hendrickson, Patty. (1996). *Who I Am Depends on Me*. Holmen, WI; 608/526-6801, PattyHendr@aol.com; 800/557-2889. Conversation between author and reader about discovering self. Inspirational speakers provides a collection of situations, questions, essays and poems. Discusses four principles of the "Standards" of Excellence: the Goodfinder, The Pooh Principle, Leader time, and Commitment. Inspirational resource. Order from H & F Consulting, 403 Main Street, Box 508, Homen, WI 54636-0508.

Hendrickson, Patty. (1996). *A Leadership Experience*. Holmen, WI; 608/526-6801, PattyHendr@aol.com; 800/557-2889. Leadership fundamentals, including presentation skills, motivation, meeting skills, conflict management, and inspirational quotations. Resource for the developing organizational leader. Order from H & F Consulting, 403 Main Street, Box 508, Homen, WI 54636-0508

Israel, Glenn D., & Thomas W. Ilvento. (1996). *Building a Foundation for Community Leadership: Involving Youth in Community Development Projects*. Southern Rural Development Center, Box 9656, Mississippi State University, Mississippi State MS 39762; Phone: 601-325-3207; Sandyp@mces.msstate.edu; www.ext.msstate.edu/srdc. This handbook is designed to guide Extension agents, high school teachers, or adult leaders of youth organizations in creating and implementing their own youth leadership and community development projects. The approach is to link community organizations and students at the local high school in a community development process involving three phases: 1) improve youth*s understanding of their community and how it works through several hands-on activities; 2) conduct a needs

assessment survey of residents; and 3) Implement a project to address and issue identifies through the needs assessment.

Jamison, David B. (1978). *Leadership Handbook*. Copyright by author. For information contact author at R.D #4, box 330, New Castle PA, 16101. Written for both student and adult organizations. Originally intended as comprehensive leadership handbook for student members and advisors to Career and Technical Student Organizations who want to attain a high level of achievement. Simple, practical way to teach leadership/citizenship skills. Provides solution to general lack of ability of citizens to use parliamentary procedure. Student manual contains over 65 activities. Includes glossary.

Jaworski, J. (1996). *Synchronicity: The Inner Path of Leadership*. San Francisco: Berrett-Koehler. Story of Jaworski's journey to an understanding of the deep issues of leadership. Carl Jung called experiences "synchronicity when things come together in an almost unbelievable way. At mid-life journey of self-discovery began when Jaworski's father, Watergate prosecutor Leon Jaworski, discussed concerns about the lack of moral and ethical standards at high levels with his son. These issues and the questions they raised, sparked reexamination of his personal life path. Introduction by Peter Senge. ISBN: 1-881052-94-X)

Keen, Cheryl, James Keen, Sharon Dolz Parks, & Laurent A. Dolz Parks. *Common Fire: Lives of Commitment in a Complex World*. As society becomes ever more global and fragmented, the need for citizens who are able and willing to deal with complex issues and diverse communities grows ever greater. How do people acquire such commitments and skills? How can we nurture those qualities in the next generation? Features studies of over 100 people who devoted their lives to the common good through education, economic development, social change, science and medicine, and a host of other fields. Reveals the kinds of experiences with family, peers, mentors, media, and other influences that encouraged young people to understand themselves as part of the world at large, and the relationships, opportunities, institutions, and habits of mind that have helped them sustain work on behalf of the whole as adults. Includes recommendations for individuals, families, businesses, educators, religious leaders, and other people and organizations who want to help themselves and others become citizens for the twenty-first century. Teacher resource; there is also a videotape of the same name that to use with young people prior to starting a service learning project.

Kidder, Rushworth M. (1994). *Shared Values for a Troubled World: Conversations with Men and Women of Conscience*. San Francisco: Jossey-Bass. What core values must we uphold if humankind is to survive and prosper? Interviews with leading thinkers, artists, writers, educators, business people, religious and political leaders. Each addressed the following question: If you could develop a global code of ethics, what would it be? Based on these interviews, identifies eight universal values that are necessary to create the moral conditions for a sustainable 21st Century. In the forward Harland Cleveland raises the question: "Can we, the world's peoples, come together on

ethical common ground that doesn't permit the human experiment to end with either a bang or a whimper?"

Kouzes, Jane J., & Barry P. Posner. (1995). *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations*. Includes five fundamental practices of leadership: challenging the process, inspiring the vision, enabling others to act, modeling the way, and encouraging the heart. Commitments inspired by these practices include: searching out new challenges for growth and improvement, experimentation, envisioning an uplifting and ennobling future, enlisting others with a common vision and values, fostering collaboration by promoting cooperative goals and building trust, strengthening people by giving power away, setting the example, achieving small wins that promote consistent progress and build commitment, recognizing individual contributions to success of a project, celebrate team victories. Refers to "Leadership Practices Inventory" on characteristics that make a difference in effective leadership.

Kreutzmann, John, & John McKnight. (1998). *Building Communities from the Inside-Out: A Path Toward Finding and Mobilizing a Community Assets*. ACTA Publications. Many major institutions and professions, viewing older urban neighborhoods from outside, see deficiencies, problems and needs. They create incentives that confirm their view and communicate their perceptions to the larger society. As a result, the gifts, capacities and assets of older neighborhoods are ignored at best and degraded at worst.

Leadership Tomorrow. (1996). Youth Leadership. Leadership Tomorrow, 600 University, Ste 1200, Seattle WA 98101; Phone: 206-389-7279; longviewtx.com@tc.umn.edu; www.longviewchamber.com/LT/LT.htm. The brochure reinforces the benefits of using youth volunteers, outlines how to effectively lead a youth volunteer program, how to effectively sustain youth volunteer relationships, tips on youth recruitment, suggestions on how to assign the right tasks to respective volunteers, and expectations of volunteers.

Like Now: Changing the Future Today with Youth Advisory Boards

<http://www.emkf.org/pages/296.cfm>;
http://www.emkf.org/pdf/YAB_white_paper_brochure.pdf Introduces Youth Advisory Board. Explains the rationale and lessons learned about starting a youth board. Offers helpful hints about how to organize a youth board and get youth effectively involved in their communities. For more information about our work with the Youth Advisory Board, contact: Lynn Leonard, Senior Program Officer, at 816-932-1030 or lleonard@emkf.org or Nicole Littler, Program Associate, at 816-932-1022 or nlittler@emkf.org.

Lewis, Barbara A., & Pamela Espeland. (1999). Kid's Guide to Social Action: How to Solve the Social Problems You Choose and Turn Creative Thinking into Positive Action. EDRS -- ERIC number is ED336256; Free Spirit Publishing, Inc., 400

1st Ave N, Ste 616, Minneapolis MN 55401-1724; Phone: 800-735-7323, 612-338-2068; help4kids@freespirit.com. Illustrates the tools necessary to empower adults and children to help implement significant changes that will begin to eliminate some of the problems that plague the environment and threaten the legacy of a healthy, safe planet. The book tells how to turn creative ideas into action that can change laws, restore and preserve the oceans and create a healthier environment for all people. The first part, "Life Beyond the Classroom", discusses how projects can be created that make a difference. Part 2, "Power Skills", gives directions on how to write letters, create surveys, pass petitions, picket, get TV coverage and do fund raisers. Part 3, "Initiating or Changing Laws", discusses the lobbying process. Part 4, "Resources", includes information on important phone numbers and addresses, groups that students can join and places to apply for awards. Part 5, "Tools", provides forms that can be copied such as petitions, proclamations, releases and resolutions. Throughout the book, examples of students who made a difference are provided. A 32 item bibliography and an index are included.

Lewis, Barbara. (1998). Kid's Guide to Social Action: How to Solve the Social Problems You Choose and Turn Creative Thinking into Positive Action. Free Spirit Publishing, Inc., 400 1st Ave No, Ste 616, Minneapolis MN 55401-1724; 800-735-7323, 612-338-2068; help4kids@freespirit.com; www.freespirit.com. Describes a variety of opportunities for youth to participate in successful community service. Chapters include: Life Beyond the Classroom, which helps students initiate, evaluate, and learn from community service; Powerskills, which helps develop a wide range of skills such as, speech making, fundraising, campaigning, searching the web, finding, reaching, and talking to public officials, and incorporating; Working with the Government, which advises about researching laws, as well as lobbying to change laws; Resources, which provides contact information; and Tools, which includes practical tools such as survey forms and brainstorming diagrams.

Lewis, Barbara. (1998). What Do You Stand For? National Professional Resources, 25 South Regent Street, Port Chester NY 10573; Phone: 1-800-453-7461; <http://www.nprinc.com>. This is a character building workbook for youth. There are exercises, surveys, inventories, text ,and projects to teach kids about values and citizenship. This book could be used in a classroom setting or as a self-directed study.

Linden, Josephine, & Carl I. Fertman. (1998). Youth Leadership: A Guide to Understanding Leadership Development in Adolescents. Jossey-Bass Inc., Publishers, 350 Sansome St, San Francisco CA 94104; Phone: 800-956-7739; webperson@jbp.com; <http://www.jbp.com/jbsearch.html>. This book provides insight into how leadership is developed in adolescence. In part one, adolescence is described as a time to develop leadership. The authors review the research on who leaders are and what leadership is. In part two, they present three stages of leadership development in adolescence: awareness, interaction, and mastery. In part three, the authors show how adults can support youth leadership development by leading organizational change and

working with educational groups; using organizations and community approaches; and facilitating leadership initiatives.

Matusak, Lorraine. (1996). *Finding Your Voice: Learning to Lead... Anywhere You Want to Make a Difference*. Emphasizes on credibility, empowerment, collaboration needed to affect positive social change at grassroots level; and a practical set of tools & resources to provide knowledge and skills necessary for effective leadership.

Mitstifer, Dorothy & Julie Miller. (1999). *Strategic Leadership of the Professions: Agenda for Change*, Kappa Omicron Nu. Focuses on the evolving "idea of leadership as reciprocal relations; the action of leadership is mutual meaning-making, and the focus of leadership development is interactions of the group." It is a distributed process shared by many ordinary people instead of the expression of a single extraordinary person. Leadership development is concerned with what people in workgroups, teams, and organizations actually do - action and thinking about action.

Morse, Suzanne. (2000). *Community Matters: New Leadership Curriculum Centers on Community Assets*. <http://www.pew-partnership.org/index.html>.

Too often the stumbling block for leadership program organizers is what to teach and how to teach it. While leadership curricula exist, they often are expensive, hard to access, and directed toward particular audiences. A by-product of the Pew Civic Entrepreneur Initiative is a leadership curriculum that puts the assets of the community at the center of the learning. ***LeadershipPlenty*** draws together the best of the training materials for community-building into a 10-module format. While the curriculum allows for individual tailoring by communities or groups, it is designed to train a new cadre of leaders—traditional, non-traditional, and new leaders—in the skills that practice has taught are crucial. Obtain by emailing Sharon Siler at mail@pew-partnership.org. Or contact Dr. Suzanne W. Morse, Executive Director, PEW Partnership, morse@pew-partnership.org

Morse, Suzanne. "Leadership Plaza or Pyramid? Metaphors for Leadership" *Wingspread Journal*, 19(4). The Johnson foundation: www.johnsonfdn.org. Key concepts include collaboration, connecting, and catalyzing actions focused on common interests. Pyramid=leaders few & followers many; plaza model=multiple levels, shared responsibility, common spaces, connections. How build leadership plazas: place & space for more involve in decision-making, develop & build skills of inclusive leadership-consensus building, collaboration, deliberation, and strategy.

Munson, Kay. (1999). *Leadership Development Through Community Action Curriculum*, University of Illinois. <http://www.aces.uiuc.edu>. 4-H school-enrichment curriculum designed to complement a variety of junior high and middle school curricula. Participants in LDCA identify and research community issues before embarking on a plan to solve a problem or enhance the quality of life. Students work with adult community leaders in the needs-assessment process and then supervise an action plan as a result.

National Helpers Network. (1996). Community Problem Solvers: Youth Leading Change. New York, New York: A guide for program leaders to help young people discover they can make a difference in positive ways during the middle years and offer young people hands-on introduction to the world of work.

National Network for Youth. New Designs in Youth Development (Periodical) P.O. Box 33 Jamaica Plain, MA 02130 Phone: 617-522-3435; Fax: 617-522-3384; editor@newdesigns.org; or submissions@newdesigns.org; <http://www.newdesigns.org/> New Designs for Youth Development is a quarterly publication dedicated to voicing progressive, humane, and caring approaches to the development of youth and community. It is the only periodical whose focus is Community Youth Development.

Planning for Youth Success: Connecting Schools, Families, and Communities (Dec 2001). Northwest Regional Educational Laboratory, 101 SW Main, Suite 500, Portland, OR 97204. <http://www.nwrel.org/partnerships/pubs/pfys-pdf.html> Resource and training manual that focuses on defining & measuring youth success, mapping community assets that support youth success, planning the project for youth success, and assessing youth success. Guidelines are provided for facilitators.

Points of Lights Foundation. Today's Heroes. Video & print kit, classroom guide. Points of Light Foundation, 1737 H St NW, Washington DC 20006; 202-223-9186; <http://www.impactonline.org/points/index.html>. A series of four resource guides and a video help young people translate inspiration into action, through training, preparation, reflection and celebration of their community involvement. The first guide, "Today's Heroes in Your Community: Maximizing the Potential of Youth Volunteers", is written for agencies. The second guide, "Today's Heroes in the Classroom: Linking Service with Learning", is written for educators. The third guide, "Pivotal Force: The Power of Youth Allies", explores the concept of adult-youth partnerships. The fourth guide, "Helping Young People Become Today's Heroes: Youth Activity and Reflection Sheets", provides facilitator and participant materials. In the video, four teenagers describe their community involvement, motivation, and rewards of community action. Their adult allies discuss their roles in helping the teenagers turn their visions into reality.

Project 540 Students Turn for a Change (2002). Providence college – FAC 407, Providence, RI 02918. Online Dialogues, contact Jed Miller, Web Lab, 212-414-0994. Visit www.project540.org for latest news. Provides over 100,000 youth nationwide the opportunity to talk about issues that matter to them and turn these conversations into real school and community change, Focuses conversation on transforming high schools and communities into places of genuine service and civic engagement.

Prudential Youth Leadership Training Institute Curriculum. <http://www.pyli.org/curriculum.html>. Interactive curriculum that provides leadership training typically available only to corporate executives and government leaders. Features a challenging series of lessons and exercises on community needs analysis,

goal setting, team building, project planning, decision- making, and other leadership dynamics; culminates in a service project, created and implemented by the participants, and a final graduation ceremony. Through a series of 17 teaching modules and 13 experiential exercises, the curriculum takes students through an eight-phase model of problem-solving and goal-setting.

Search Institute.(1999). *An Asset Builder's Guide to Youth Leadership*. Search Institute, Thresher Square West, 700 S 3rd St, Ste 210, Minneapolis MN 55415; Phone: 800-888-7828; Email: si@search-institute.org. Workbook is a tool for educators, youth workers, and people in organizations that are working with youth. Workbook contains 18 keys to helping young people become effective leaders in their schools, congregations, and community organizations. Keys 1-5 focus on expanding the way you think about youth leadership. Keys 6-11 are about building the foundation for overcoming obstacles to shared power in your organization. And keys 12-18 help you put your ideas into action and truly engage youth in leadership in your organization and the wider community. Topics include: Broadening your definition and efforts, building a foundation for shared power, and putting ideas into action.

SkillsUSA-VICA Professional Development Program (PDP).

<http://www.skillsusa.org/curricula.html>. Updated employability skills training curriculum designed to meet employers' needs. Guides students through 84 employability skills activities covered in seven levels of the program, activities that help meet competencies outlined by the SCANS Report. Provides tools to strengthen school-based learning, work-based learning, and connecting activities. Skills lessons include self-assessments to communications skills, ethics, conflict resolution, government awareness, time management skills, and career research. Can be used as an individual self development course or for group instruction. Can be integrated into the existing curriculum or used as a separate course of study. Students are recognized for individual achievement as they develop their professional and occupational skills.

Solberg, V. Scott. *Achieving Success Identity Pathways (ASIP)*. University of Wisconsin-Milwaukee; Ssolberg@uwm.edu; 414/229-4798. Program based on empirical research, youth learn strategies to navigate more effectively through the challenges that affect school, work, and life success. Strategies include: academic confidence or self-efficacy, internal motivation, managing stress and time, goals, connections with teachers and peers, family support, positive health.

Step Up to Leadership, K-12; 4-H Cooperative Curriculum System.

<http://www.n4hccs.org>. Youth of all ages will share in the fun as they learn the dynamic process of leadership. Mentor guides include background information, interactive activities, and real life experiences in relationship building, communication, group process, and planning and organizing. All activities offer a cross cultural perspective. Young children and teens can lead in many ways-at home, in clubs, youth groups, school, and the community. The fun begins with an interactive web site to enhance and support learning.

Terry, Robert W. (1993). *Authentic Leadership: Courage in Action*, San Francisco: Jossey-Bass. Leadership depends on an ability to frame issues correctly and answer the question, What is really going on? Also depends on the ability to call forth authentic action in response to the issue identified. Built on the premise that leadership is a subset of action. Proposes a new view of leadership that incorporates authenticity, ethical sensitivity, and spirituality. Divided into six parts: (1) analyzes 6 views of leadership, (2) describes the action wheel of leadership, examines key aspects of leadership, describes a 7th view of leadership, and describes practical action skills for authentic action leadership, including how leadership frames issues of conflict, system savvy, and issues related to developing personal skills and character.

Wisconsin Department of Public Instruction. (1998). *Citizenship: Building a World of Good*. Tool Kit has 7 characteristics of successful schools in building caring, contributing, responsible, and productive citizens. Synonymous with “Standards of the Heart”. Service-learning and Career and Technical Education/ Career and Technical Student Organizations are considered major strategies for developing character and citizenship skills.

Zeldin, Shepherd, Annette Kusgen McDaniel, Dimitri Topitzes, and Matt Calvert. (2000). *Youth Decision-making: A Study on the impacts of Youth on Adults and Organizations*. University of Wisconsin-Madison, Innovative Center for Community and Youth Development and National 4-H Council, in partnership with the Youth governance Taskforce of the National Association of Extension 4-H Agents. Concludes that young people can have powerful and positive effects on adults and organizations. Presents contributions of youth and adults make to organizational decision-making and the synergy that arises from this interaction, outcomes that arise from joint decision-making, and the conditions necessary for positive change.

Other LeaderShop books are available through searchable title and author index at: <http://www.leadershipnow.com/>. Visit the interactive web site located on the Wisconsin Department of Public Instruction web page for additional ideas about youth leadership and youth mentoring materials and events: <http://www.dpi.state.wi.us/sig/index.html>

****Note:** References cited with an ED (ERIC document) number are available in ERIC can be purchased through EDRS at: <https://orders.edrs.com/Webstore/Default.cfm> or by calling 800-443-3742

EVENTS

Girls and Boys Town’s Professional Development Workshops. 800/545-5771 or email: nrtcmarketing@girlsandboystown.org. The National Resource and Training Center provides on-campus workshops, held periodically to help family service professionals build, develop, and expand their expertise. For example, workshops provide research-based, practical strategies and methods related to “Before and After

Used with Wisconsin’s Youth Leadership Skill Standards Certificate Program on this web site. Prepared by the UW-Madison, Education and Work Leadership Program, Career and Technical Student Organization (CTSO) Action Research Team as background for development and refinement of DPI’s new *Youth Leadership Skill Standards Certificate Program* <http://www.dpi.state.wi.us/dpi/dlsis/let/ylssindex.html>. For more information, contact Sharon Strom, Consultant, 608/267-9088 or sharon.strom@dpi.state.wi.us. Updated August 2004.

School Programs; Closing the Gender Gap: Tools to Empower Girls, Strategies to Empower Staff; Preventing Child on child Sexual Abuse; and Common sense Parenting for Parent Educators.

HOBY. Hugh O'Brian Youth Leadership Seminars. Designed to prepare high school sophomores as effective, ethical leaders in their home, schools, workplace and community. About 15,000 selected high school students from each of the 50 states, the District of Columbia, Canada and Mexico attend annually. Outcomes include: Improve critical thinking skills by presenting multiple viewpoints on important issues; enhance leadership skills through question-and-answer format, small group discussions, hands-on service learning experiences, and assumption of leadership roles; better understanding of the democratic process; develop goal-setting skills; see leadership as a life-goal worth pursuing; realize the importance of leadership. As part of the commitment to the Presidents' Summit For America's Future, HOBY Ambassadors are challenged to complete a minimum of 100 hours of volunteer service annually. HOBY's [Leadership For Service Program](http://www.hoby.org/students/lc.htm) encourages young adults to give back through community service. Main learning vehicle is small group discussion sessions with peers. Three to four panelists with divergent viewpoints are chosen to emphasize the critical thinking component of leadership: "HOW" TO THINK, NOT "WHAT" TO THINK. <http://www.hoby.org/students/lc.htm>

National Youth Service Day. National Youth Service Day works to empower young people, highlighting their ongoing contributions to their communities and mobilizing their energy, commitment, and idealism through sustainable service. For more information visit <http://www.youthserve.net/index.php3> or call Youth Service America at 202-296-2992.

National Service-Learning Conference. Highlights and promotes service-learning as a way of teaching and learning that builds academic and citizenship skills while renewing communities. Only major national education conference providing service-learning professional development to a diverse audience of K-12 educators, administrators, pre-service teacher education staff and faculty, researchers, youth leaders, parents, program coordinators, AmeriCorps members, community-based organization staffs, and corporate and foundation officers. For more information contact the National Youth Leadership Council, 651-631-3672 or visit <http://www.nylc.org/conference2000/index.cfm>

World Leadership Congress (WLC). <http://www.hoby.org/Students/wlc.htm>
Held each year in conjunction with a major U.S. university, the WLC brings together more than 400 HOBY Ambassadors from across the country and around the world. Experience enables young leaders to share their opinions and enthusiasm with each other, the volunteers, and leaders from all walks of life. The week-long program provides opportunities for students to explore in-depth ethical and moral questions facing today's leaders in a variety of fields.

See also Wisconsin Career and Technical Student Organization calendars for state and national leadership conferences.

VIDEOS

At the Table: Youth Voices in Decision Making (Parts 1 and 2). Developed by Community Partnerships with Youth, Center for Youth as Resources, the National 4-H Council, Youth on Board, and the Youth Leadership Institute. Obtain from Community Partnerships with Youth, 6319 Constitution Dr, Fort Wayne IN 46804; 219-436-4402; cpyinc@aol.com; www.cpyinc.org. "At the Table," new two-part video of young people and adults sharing first-hand experiences about serving together on boards and councils. Debunks myths about the ability of young people to contribute to the decision-making process. In part one, young people share the reasons why they have decided to serve their organizations and communities. In part two, youth and adults share their thoughts about creating a board/council environment where everyone participates.

Power of the Pen, Lutheran Brotherhood; 9 minutes, 35 seconds; Lutheran Brotherhood, 625 4th Ave S, Minneapolis MN 55415; Phone: 612-340-7000. Promotes the *Speak for Yourself* curriculum designed to engage students in active citizenship. Students involved in "Speak for Yourself" choose an issue and write to their congressional representative about their concerns. Teachers discuss how the curriculum fits with teaching about the Constitution, the Bill of Rights, government structure, and the democratic process. Students have received personal replies from their representatives and learn that writing can make a difference and the values of getting involved in the legislative process. RespecTeen Curriculum obtained at (800) 888-3820.

Wheatly, Margaret J. (1997). *Leadership and the New Science* (1994) and *Lessons from the New Classroom* (1997); videos & workshops. Focuses on key new science principles - how chaos supports learning, why information should be shared, what role relationships have in schools, how identity embraces values and vision, and why leadership needs to flourish. The role of teacher captures the essence of leadership: to enable, empower, and inspire others. "Today's leaders are relational, with qualities that include accessibility and empowerment of others."

Who Moved My Cheese? <http://www.whomovedmycheese.com>. Simple parable in book and 13 minute animated video formats. Focuses on the importance of flexibility and adaptability to change, qualities needed to function effectively in family, work/career, and community life in a complex, unstructured world. Four small creatures – Sniff, Scurry, Hem and Haw, each representing parts of ourselves live in a "maze" and look for cheese to nourish them and make them happy. Cheese is a metaphor for whatever you want to have in life – job, relationships, health, peace of mind. The maze is where you look for it.

FISH! Boost Morale and Improve Results, Stephen C. Lundin, Harry Paul, and John Christenson. Available in book (NY: Hyperion) and video (Charthouse Learning Corporation). See also FISH! Sticks and FISH! Tales. This powerful parable addresses today's most pressing work issues with an engaging metaphor that applies to anyone in any sector of any organization – catch the energy and release the potential.